Hamp Nursery and Infants School

Assemblies Policy 2026-2027

Introduction

At Hamp Nursery and Infants School, we nurture our children on their journey and encourage them to become creative, unique, open-minded and increasingly independent individuals who show respect for themselves, others and the world around them. We are an inclusive school and value the individuality, experiences and contributions of every member of our school community. Assemblies provide an important opportunity for children to come together, develop a sense of belonging and reflect on the values and behaviours that help our school community to thrive.

Through our assembly programme, we support children's spiritual, moral, social and cultural development, personal development and wellbeing, while celebrating achievement and promoting positive relationships. We take seriously our responsibility to prepare children for life in modern Britain. Fundamental British Values are introduced and explored in age-appropriate ways through assemblies, the curriculum and the wider life of the school. Our assembly programme also provides opportunities to explore themes relating to relationships, health and wellbeing, safety, safeguarding, equality, diversity and respect, supporting and complementing learning across the wider curriculum.

Intent

At Hamp Nursery and Infants School, assemblies provide regular opportunities for children to come together as a school community. They promote pupils' spiritual, moral, social and cultural development and provide opportunities for children to reflect, celebrate achievement, develop a sense of belonging and consider their own experiences, values and beliefs alongside those of others.

Our assembly programme supports the wider personal development of our pupils and complements learning through Jigsaw PSHE, Relationships and Health Education and the wider curriculum. Assemblies are used to reinforce important age-appropriate messages relating to positive relationships, physical and mental wellbeing, safeguarding, personal safety, equality, diversity, respect and responsibility. Themes are carefully planned to reflect the needs and developmental stages of our children and include locally and seasonally relevant issues where appropriate.

Collective worship forms an important part of our assembly programme. In accordance with statutory requirements, collective worship is mainly of a broadly Christian character over the course of a term, reflecting the broad traditions of Christian belief without being distinctive of any particular Christian denomination. Children are given opportunities to encounter Christian stories, values and beliefs and to explore significant Christian celebrations, including Christmas and Easter. Children are also provided with age-appropriate opportunities to learn about and reflect upon the beliefs, celebrations and traditions of other religions and worldviews, supporting and complementing learning within Religious Education and helping children to develop respect for the beliefs and experiences of others.
Times of reflection provide children with opportunities to be still, think about the themes explored and consider how these may relate to their own lives and experiences. Where prayer forms part of collective worship, children are invited to participate or listen respectfully according to their own beliefs.

Implementation

Assemblies are planned across the year to provide a broad and balanced programme of collective worship, PSHE and RSHE, personal development, safeguarding, wellbeing, Online Safety, celebration, music and opportunities for reflection.

The assembly programme supports and enhances the school's Jigsaw PSHE curriculum, with themes linked to the relevant half-termly Jigsaw puzzle where appropriate. Additional themes are planned to reinforce important aspects of Relationships and Health Education and personal development, including relationships, physical and mental wellbeing, personal safety, safeguarding, equality, diversity and respect.

Seasonal, national and locally relevant themes are incorporated at appropriate points during the year. These include safety around local events such as Bridgwater Fair and Carnival, as well as road safety, fire and firework safety, water and sun safety. Important messages, including identifying trusted adults, asking for help, speaking out when something feels wrong and keeping ourselves and others safe, are revisited throughout the year.

Assemblies may be delivered to the whole school or separately to EYFS and KS1, allowing themes and content to be adapted appropriately to the age, developmental stage and needs of the children. The programme also includes singing assemblies, celebration assemblies, opportunities to promote reading for pleasure and collective worship led by school staff and visitors, including representatives from the local church.

The annual assembly overview is included in the appendix and is reviewed and adapted where necessary to respond to the needs of the school community and relevant local, national or world events.

Impact

Through our assembly programme, children will develop a strong sense of belonging to their school community and an understanding of the values, behaviours and responsibilities that help themselves and others to feel safe, respected and included. Children will build age-appropriate knowledge and understanding relating to relationships, health and wellbeing, personal safety and safeguarding. They will develop strategies for managing their feelings, recognise when they may need help and understand the importance of identifying and speaking to trusted adults.

Children will have opportunities to reflect on their own experiences, values and beliefs and develop respect for the beliefs, cultures and experiences of others. They will develop an age-appropriate understanding of Christian beliefs, stories and celebrations alongside opportunities to encounter other religions and worldviews.

The impact of the assembly programme will be seen through children's participation, responses and behaviour, their ability to discuss and apply key messages, and their growing confidence in making safe, respectful and responsible choices.

Right of Withdrawal from Collective Worship

Parents have the legal right to request that their child is wholly or partly withdrawn from collective worship. Parents are not required to provide a reason for requesting withdrawal. Any request should be discussed with the Headteacher so that the nature of collective worship within the school and the arrangements for withdrawal can be clearly explained and understood. Where a parent requests withdrawal, the school will respect this request and make appropriate arrangements for the child during the period of collective worship.

The right of withdrawal applies specifically to collective worship and does not constitute a general right to withdraw from the wider assembly programme. Assemblies at Hamp Nursery and Infants School also provide age-appropriate learning and experiences relating to PSHE, Relationships and Health Education, personal development, safeguarding, safety, wellbeing, equality and diversity, Online Safety, celebration and the wider curriculum.

Written by: Mrs Jolliffe – Autumn Term 2022

Updated by: Mrs Jessica Clements – Autumn 2026

Approved by: Head _____

Approved by Chair of Governors _____

Review Date: Autumn 2027 or in line with any statutory changes.

Consistency standard for assemblies 2026 - 2027

A member of staff from each class needs to be present in assemblies. This is in addition to a TA supporting a 1-1 child. For any visitor assemblies, then the class teacher should stay. If a teacher is leading assembly, then their TA should also be present to support their class.

Please remember to ensure the children enter the hall calmly and quietly – assembly is a reflective and respectful time. They need to move through the building or across the garden calmly and quietly. We should not be able to hear you coming.

There should be no heard voices, if adults need to speak to children, they should move to them and whisper. If your class need teaching and further practise of how to sit down, practise with them at another time.

The adult leading assembly is responsible for making sure the hall is left tidy afterwards.

Thank you

The weekly pattern of assemblies is as follows:

Monday	Key Stage Assembly	Teachers will lead an assembly connected with the weekly theme
Tuesday	Singing Assembly	Music lead takes assembly to listen to music, sing songs and take part in movement
Wednesday	Whole-School Assembly	SLT or Vicar/ 'Open the Book' leads assembly
Thursday	In class 'reading for pleasure' story time	Teachers and teaching assistants give children the opportunity to enjoy reading for pleasure
Friday	Rainbow Assembly Whole-School Assembly	Teachers will lead the assembly to celebrate children's achievement

Once a term, pupils are taken to Holy Trinity church for a whole-school assembly led by the vicar. It is our plan to try to make links with other religious leaders where appropriate.

Collective Worship – Agreed Structure and Wording

Children enter the hall calmly and respectfully while appropriate music is played.

Greeting
Adult: Good afternoon, everyone. *(using STC signing)*
Children: Good afternoon… *(using STC signing)*

Introduction
Introduce the theme and explain what the children will be thinking about during the assembly.
Suggested wording: "Today we are going to hear a story/learn about… and spend some time thinking about what it might teach us."
Where appropriate, identify the religion or worldview and the source of the story, for example Christianity and the Bible, Islam and the Qur'an, or Judaism and the Torah.

Story / Main Focus
Share the story, stimulus or main message.
Give children something specific to listen or look out for: **"As you listen, think about…" f**or example: *What does this story tell us about kindness? How did someone keep themselves safe? What does this teach us about respect?*

Thinking Time
Check understanding and allow children to discuss and respond. **"Let's spend some time thinking about what we have heard."** Questions may be answered individually or discussed with a partner.

Reflection Time
Provide a short period of quiet reflection linked to the theme. **"This is a time to be still and quiet. You may want to close your eyes to help you think."** Encourage children to consider how the message might relate to their own experiences, choices or actions.

Prayer or Reflection
Where appropriate, share a prayer from the faith tradition being explored. Children may choose to participate or listen respectfully.
Suggested wording: "I am going to share a prayer. If you would like to pray, you may choose to close your eyes, bow your head or put your hands together. You may also choose simply to listen."
A suitable religious artefact may be used as a focus for reflection. **Alternatively**, a poem, reading, music or other reflective stimulus may be used, including material representing non-religious worldviews.

Goodbye
Adult: Goodbye, everyone. *(using STC signing)*
Children: Goodbye… *(using STC signing)*
Children leave the hall calmly and respectfully.

PSHE, RSHE & Personal Development Assemblies Annual Plan



The school assembly programme supports and enhances the Jigsaw PSHE curriculum and wider provision for RSHE and personal development. Each half term links to the relevant Jigsaw puzzle, with additional assembly themes planned to reinforce key areas of safeguarding, safety, health and wellbeing.

Assemblies may be delivered to the whole school or separately to EYFS and KS1, depending on the existing assembly timetable and the age-appropriateness of the content. Themes are adapted to reflect the needs and understanding of the children.

Some areas of learning are revisited throughout the year to reinforce important messages, including identifying trusted adults, asking for help, speaking out when something feels wrong, recognising and managing feelings, respecting personal boundaries and keeping ourselves and others safe.

Seasonal and locally relevant safety themes are planned at appropriate points in the year. These include safety around Bridgwater Fair and Carnival, firework and Bonfire Night safety, road and pedestrian safety, sun safety and water safety. Where assembly time is limited, priority is given to themes that are time-sensitive or provide important additional RSHE and personal development coverage.

Online relationships, online behaviour, privacy and internet safety are also supported through planned Online Safety assemblies and the school's Online Safety curriculum, including Active Bytes.

Half term	Jigsaw theme	Key assembly themes	Additional RSHE / Personal Development coverage
Autumn A	**Being Me in My World**	Belonging and our school community – feeling safe, valued and part of our school; expectations and responsibilities. Keeping safe in public places – using Bridgwater Fair as a meaningful local context. Trusted adults and getting help – identifying people who can help us and what to do when worried or separated from an adult. Road and pedestrian safety – staying safe when walking and travelling. Feelings and wellbeing – recognising emotions and knowing when and how to seek support.	Safety around unknown adults and in public places. Trusted adults. Getting help. Road and pedestrian safety. Mental wellbeing and self-care
Autumn B	**Celebrating Difference**	Celebrating difference – recognising that everyone is unique and promoting kindness, respect and inclusion. Firework and Bonfire Night safety – staying safe around seasonal celebrations. Carnival safety – staying with trusted adults, managing crowds and knowing what to do if separated. Kindness and bullying – recognising unkind behaviour, speaking out and supporting others, where assembly time allows. Fire safety may be incorporated alongside seasonal safety messages.	Public-place and crowd safety. Firework and bonfire safety. Fire safety. Respect for difference. Kindness and inclusion. Recognising and reporting unkind or bullying behaviour.

Spring A	**Dreams and Goals**	Hopes, goals and achievements – recognising strengths and celebrating progress. Perseverance and resilience – understanding that mistakes and difficulties are part of learning. Working together – teamwork, supporting others and asking for help. People who help us and the emergency services – recognising different emergency services and their roles. Getting help in an emergency – recognising an emergency and age-appropriate understanding of calling 999.	Resilience. Self-confidence. Teamwork. Asking for help. Emergency services. Recognising emergencies. Calling 999 and giving appropriate information
Spring B	**Healthy Me**	Looking after our bodies and minds – food, physical activity, sleep, relaxation and hygiene. Germs and preventing illness – how illness can spread and the importance of effective handwashing and hygiene. Medicines and allergies – age-appropriate understanding of medicines, allergies and safe behaviour. Immunisation and vaccination – simple understanding of how these can help protect health. Basic first aid and getting help – knowing what to do when someone is hurt and the importance of getting adult help. Mental wellbeing and self-care – simple strategies for looking after ourselves physically and emotionally.	Health and prevention. Germs. Handwashing. Allergies. Medicines safety. Immunisation and vaccination. Basic first aid. Physical health. Mental wellbeing and self-care.
Summer A	**Relationships**	Positive relationships – friendship, kindness, cooperation and people who care for us. Families – understanding that families can be different and that caring relationships are important. NSPCC PANTS and safeguarding – body ownership, privacy and recognising appropriate boundaries. Personal space, permission and touch – understanding that we can say no and should respect the boundaries of others. Secrets, worries and speaking out – recognising when something should be shared with a trusted adult and continuing to tell until someone listens. Friendship, inclusion and loneliness – recognising when we or others need support.	Body ownership. Privacy. Personal boundaries. Permission seeking and giving. Appropriate/inappropriate contact. Secrets and worries. Trusted adults. Speaking out. Positive relationships. Families. Loneliness and seeking support.
Summer B	**Changing Me**	Growing and changing – recognising change, increasing independence and managing transitions. Looking after and respecting our bodies – reinforcing privacy, boundaries and self-care. Sun safety – shade, clothing, hats, hydration and sun protection. Water safety – recognising dangers around pools, beaches, rivers and canals, including locally relevant water safety. Keeping safe as we become more independent – revisiting road safety, public-place safety, trusted adults and getting help. Moving on – managing feelings about new classes, teachers and schools, including transition for Year 2.	Growing independence. Privacy and boundaries. Managing change. Sun safety. Water safety. Road/travel safety revisit. Public-place safety revisit. Trusted adults and seeking help. Emotional wellbeing and transition.